

Amend and readopt Ed 507.49, previously effective 10/25/08 (Doc #9306), to read as follows:

Ed 507.49 Dance Teacher. A candidate for certification as a dance teacher shall have the following skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:

- (a) In the area of content, process, and methodology of dance as an art form *the ability to*:
 - (1) ~~For purposes of artistic expression, the ability to~~ *Embody artistic expression by*:
 - a. Creating dances;
 - b. Performing technical skills in a variety of dance forms; ~~and~~
 - c. Critically ~~analyze~~ *analyzing and interpreting* movement, dance techniques, and choreography; ~~and~~
 - d. Incorporating personal experience, research, and context into dance-making;*
 - (2) ~~The ability to~~ *Incorporate* one's own artistic experience into *creating dances and* dance pedagogy; and
 - (3) ~~The ability to use the artistic processes of create, perform, and respond as a conceptual model to understand and appreciate~~ *Conceptualize and defend* dance as an art form.;
- (b) In the area of ~~promoting the understanding of~~ *distinguishing* dance as an artistic, kinesthetic, educational, *socio-cultural*, ~~social, cultural, and~~ theatrical experience, the ability to:
 - (1) ~~Develop students' appreciation of~~ *Analyze and evaluate* choreographic diversity by providing:
 - a. ~~Live or recorded examples, or both, of~~ *Experiencing a range of* professional performances; and
 - b. ~~Experiences in a variety of~~ *Embodying different* dance genres *to expand personal movement vocabulary; and* forms such as traditional, social, classical, theatrical, and contemporary;
 - (2) ~~Explore and manipulate~~ movement material from a variety of *multiple* source and inspirations for various purposes, including, but not limited to, the environment, daily life, and art forms other than dance; ~~and~~
 - (3) ~~Integrate theories and principles from other fields of study into:~~
 - a. ~~Teaching;~~
 - b. ~~Choreography; and~~
 - c. ~~Stagecraft; and~~
 - (4) Demonstrate how *the production elements of* lighting, *sound*, costuming, or setting can contribute to the meaning of a dance or dance event.;
- (c) In the area of dance history and culture, the ability to *relate historical and cultural context to dance techniques, styles, or choreography*.;
 - (1) ~~Incorporate experiences from various cultures and historical periods;~~

- ~~(2) Develop dance experiences using a variety of dance styles, cultures, and time periods; and~~
- ~~(3) Relate historical and cultural context to techniques, style, and choreography.;~~
- (d) In the area of dance pedagogy, the ability to:
 - (1) Employ a variety of dance instructional methods, including, ~~but not limited to:~~
 - a. ~~Dynamic~~ **Functional** alignment;
 - b. Imagery;
 - e. Verbal prompts **and instructions**; ~~and~~
 - d. Accurate technical demonstration **or cause to be demonstrated**; ~~and~~
 - e. **Observation and self-reflection to improve somatic learning**;
 - (2) Design compositional and improvisational structures to **explore dance concepts and communicate meaning** ~~support conceptual knowledge~~;
 - (3) Apply the choreographic process by ~~Create opportunities for student self-reflection, including, but not limited to:~~
 - a. **Guiding students in the development of a movement vocabulary based on the elements of dance** ~~Journals and other media~~;
 - b. **Engaging students in a purposeful dance creation using choreographic devices to communicate meaning** ~~Related artistic expression~~; and
 - c. **Applying appropriate dance terminology to describe, analyze, interpret, and evaluate dance** ~~Self-assessment~~;
 - (4) **Employ various methods of critique for reflecting on, revising, and improving work, including** ~~Help students apply the choreographic process by:~~
 - a. self-reflection ~~Guiding students in the development of a movement vocabulary based on the elements of dance and movement concepts~~;
 - b. peer to peer ~~Engaging students in purposeful dance creation using the elements of dance and movement concepts and principles of choreography to communicate meaning~~; and
 - c. teacher to student ~~Fostering the use of appropriate terminology to describe, analyze, and evaluate dance~~;
 - (5) ~~Encourage~~ **Develop** safe movement practices by:
 - a. **Fostering safe dance practices by applying principles of anatomy and kinesiology** ~~Discussing with students the importance of nutrition for developing and maintaining strong, healthy, and energetic minds and bodies~~;
 - b. **Embedding injury prevention strategies into instructional practices** ~~Fostering safe dance practices by applying principles of anatomy and kinesiology~~;
 - c. **Designing physically safe spaces where planned and spontaneous activities can occur** ~~Explaining injury prevention treatment to students~~; and

d. *Communicating the importance of nutrition and hydration for developing and maintaining strong, healthy, and engaged minds and bodies* ~~Designing a safe environment where planned, spontaneous, and varied activities can occur;~~

(6) *Describe and advocate for a comprehensive K-12 dance program that* ~~Share effective processes of dance critique with students by:~~

a. *Develops dance skills and concepts sequentially over time;* ~~Facilitating student analysis of dance to include an understanding of:~~

- ~~1. Dance vocabulary;~~
- ~~2. Movement technique;~~
- ~~3. Choreographic structure;~~
- ~~4. Imagery and meaning;~~
- ~~5. Historical and cultural context; and~~
- ~~6. Dance production; and~~

b. *Aligns with local, state, and national standards;* ~~Employing various methods of critique such as self, peer, and teacher so that students can:~~

- ~~1. Critique the work of others;~~
- ~~2. Reflect and revise their work; and~~
- ~~3. Express themselves more accurately;~~

c. *Includes appropriate learning materials;*

d. *Addresses opportunities available beyond the regular classrooms; and*

e. *Can be made available, in appropriate ways, to all students.*

(7) ~~Organize and teach dance content, including the ability to create lessons, lesson plans, units, and curricular guidelines based on national, state and local standards for students that include:~~

- ~~a. Developmentally appropriate activities;~~
- ~~b. Exploratory, self-directed, and collaborative learning opportunities;~~
- ~~c. Theories and principles of other artistic disciplines and disciplines outside of the arts; and~~
- ~~d. Practices to promote health and safety; and~~

(8) ~~Describe and advocate for a comprehensive K-12 dance program that:~~

- ~~a. Develops dance skills and concepts sequentially over time;~~
- ~~b. Aligns with local, state, and national standards;~~
- ~~c. Includes appropriate learning materials;~~

- ~~d. Addresses opportunities available beyond the regular classroom; and~~
- ~~e. Can be made available, in appropriate ways, to all students.~~

Amend and readopt Ed 612.32, previously effective 10/25/08 (Doc #9306), to read as follows:

Ed 612.32 Dance Education. The program for dance education shall provide the candidate with the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:

(a) In the area of content, process, and methodology of dance as an art form *the ability to*:

(1) ~~For purposes of artistic expression, the ability to~~ *Embody artistic expression by*:

- a. ~~Create~~*ing* dances;
- b. ~~Performing~~ technical skills in a variety of dance forms; ~~and~~
- c. Critically ~~analyze~~ *analyzing and interpreting* movement, dance techniques, and choreography; *and*
- d. *Incorporating personal experience, research, and context into dance-making*;

(2) ~~The ability to~~ Incorporate one's own artistic experience into *creating dances and* dance pedagogy; and

(3) ~~The ability to use the artistic processes of create, perform, and respond as a conceptual model to understand and appreciate~~ *Conceptualize and defend* dance as an art form;

(b) In the area of ~~promoting the understanding of~~ *distinguishing* dance as an artistic, kinesthetic, educational, *socio-cultural*, ~~social, cultural, and theatrical~~ experience, the ability to:

(1) ~~Develop students' appreciation of~~ *Analyze and evaluate* choreographic diversity by ~~providing~~:

- a. ~~Live or recorded examples, or both, of~~ *Experiencing a range of* professional performances; and
- b. ~~Experiences in a variety of~~ *Embodying different* dance *genres to expand personal movement vocabulary*; *and* forms such as traditional, social, classical, theatrical, social, and contemporary;

(2) ~~Explore and manipulate~~ movement material from a variety of *multiple* sources and inspirations for various purposes, ~~including, but not limited to, the environment, daily life, and art forms other than dance~~; *and*

(3) ~~Integrate theories and principles from other fields of study into~~ *Demonstrate*:

- a. ~~Teaching~~;

~~b. Choreography; and~~

~~e. Stagecraft; and~~

(43) Demonstrate how *the production elements of* lighting, *sound*, costuming, or setting can contribute to the meaning of a dance or dance event;

(c) In the area of dance history and culture, the ability to *relate historical and cultural context to dance techniques, styles, or choreography*;

~~(1) Incorporate experiences from various cultures and historical periods;~~

~~(2) Develop dance experiences using a variety of dance styles, cultures, and time periods; and~~

~~(3) Relate historical and cultural context to techniques, style, and choreography.~~

(d) In the area of dance pedagogy, the ability to:

(1) Employ a variety of dance instructional methods, including, ~~but not limited to:~~

a. ~~Dynamic~~ *Functional* alignment;

b. Imagery;

c. Verbal prompts *and instructions*; ~~and~~

d. Accurate technical demonstration *or cause to be demonstrated*; ~~and~~

e. *Observation and self-reflection to improve somatic learning*;

(2) Design compositional and improvisational structures to *explore dance concepts and communicate meaning* ~~support conceptual knowledge~~;

(3) *Apply the choreographic process by* ~~Create opportunities for student self-reflection, including, but not limited to:~~

a. *Guiding students in the development of a movement vocabulary based on the elements of dance* ~~Journals and other media~~;

b. *Engaging students in purposeful dance creation using choreographic devices to communicate meaning* ~~Related artistic expression~~; ~~and~~

c. *Applying appropriate dance terminology to describe, analyze, interpret, and evaluate dance* ~~Self-assessment~~;

(4) *Employ various methods of critique for reflecting on, revising, and improving work, including* ~~Help students apply the choreographic process by:~~

a. *self-reflection* ~~Guiding students in the development of a movement vocabulary based on the elements of dance and movement concepts~~;

b. *peer to peer* ~~Engaging students in purposeful dance creation using the elements of dance and movement concepts and principles of choreography to communicate meaning; and~~

c. *teacher to student* ~~Fostering the use of appropriate terminology to describe, analyze, and evaluate dance;~~

(5) ~~Encourage~~ *Develop* safe movement practices by:

a. *Fostering safe dance practices by applying principles of anatomy and kinesiology* ~~Discussing with students the importance of nutrition for developing and maintaining strong, healthy, and energetic minds and bodies;~~

b. *Embedding injury prevention strategies into instructional practices* ~~Fostering safe dance practices by applying principles of anatomy and kinesiology;~~

c. *Designing physically safe spaces where planned and spontaneous activities can occur* ~~Explaining injury prevention treatment to students; and~~

d. *Communicating the importance of nutrition and hydration for developing and maintaining strong, healthy, and engaged minds and bodies* ~~Designing a safe environment where planned, spontaneous, and varied activities can occur;~~

(6) *Describe and advocate for a comprehensive K-12 dance program that* ~~Share effective processes of dance critique with students by:~~

a. *Develops dance skills and concepts sequentially over time;* ~~Facilitating student analysis of dance to include an understanding of:~~

1. ~~Dance vocabulary;~~

2. ~~Movement technique;~~

3. ~~Choreographic structure;~~

4. ~~Imagery and meaning;~~

5. ~~Historical and cultural context; and~~

6. ~~Dance production; and~~

b. *Aligns with local, state, and national standards;* ~~Employing various methods of critique such as self, peer, and teacher so that students can:~~

1. ~~Critique the work of others;~~

2. ~~Reflect and revise their work; and~~

3. ~~Express themselves more accurately;~~

c. *Includes appropriate learning materials;*

d. Addresses opportunities available beyond the regular classrooms; and

e. Can be made available, in appropriate ways, to all students.

~~(7) Organize and teach dance content, including the ability to create lessons, lesson plans, units, and curricular guidelines based on national, state and local standards for students that include:~~

~~a. Developmentally appropriate activities;~~

~~b. Exploratory, self-directed, and collaborative learning opportunities;~~

~~c. Theories and principles of other artistic disciplines and disciplines outside of the arts; and~~

~~d. Practices to promote health and safety; and~~

~~(8) Describe and advocate for a comprehensive K-12 dance program that:~~

~~a. Develops dance skills and concepts sequentially over time;~~

~~b. Aligns with local, state, and national standards;~~

~~c. Includes appropriate learning materials;~~

~~d. Addresses opportunities available beyond the regular classroom; and~~

~~e. Can be made available, in appropriate ways, to all students.~~

Appendix I

Rule	Statute
Ed 507.49	RSA 21-N:9, II(s)
Ed 612.32	RSA 21-N:9, II(r)